



Samuel Jackman Middle School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: NATASHA LEWIS

County-District-School (CDS) Code: 34673146109821

**Elk Grove Unified School District
Elk Grove, California**

***Meets E.C. 64001 Requirements for a Single Plan for Student Achievement**

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>During Title 1 meeting at the beginning of the school year on August 31, 2020, goals and allocations were shared with the community and input was solicited. Data was shared with SSC on 9/24/20 and again on 2/8/21. Data was shared with ELAC on 10/20/20 and on 1/20/21. During Leadership meeting in March 2021 input for spending and LCAP priorities was gathered. In April of 2021, a staff survey was sent to prioritize actions and spending, and the SSC discussed and conducted the annual review on June 1, 2021 and drafted a preliminary budget and goals. Data was shared and discussed during staff meetings on 12/7/20, 2/22/21 and 3/22/22.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Due to COVID-19, we decided to re-allocate funds previously targeted for Professional Development (teacher release days and conferences) and used these funds to purchase additional software to assist with Distance Learning. We also used these funds to increase materials and supplies in Science so students will have more hands on lab experiences.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>In 2019-2020 Samuel Jackman Middle School was identified as a Alternative Targeted Support and Improvement (ATSI) school because our Students With Disabilities subgroup need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups. These include Actions and Services</p> <p>1.1.1 Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education)</p> <p>1.2.1 EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom which Includes a special education teacher to offer support for dually identified students.</p> <p>2.1.1 Bring PLCs together quarterly to have "cross-talk" to Discuss SMART goals across disciplines to look at alignment . Special Education has opportunity to look at accommodations/modifications to instruction/assessment for the success of students with disabilities.</p> <p>3.1.3 Purchase student planners to help students develop organizational skills and communicate with parents/guardians. Allows special education case managers to improve home-school communication with families. Will benefit students improving executive functioning skills. Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course.</p> <p>4.1.1 Provide Family and Community Engagement programs and services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities. These opportunities include: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, and additional onsite and offsite opportunities though our Family and Community Engagement Office.</p>

Goals, Actions, and Progress Indicators

District Strategic Goal 1: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment 				
Site Goal 1.1					
<p>Due to COVID-19 we have no Dashboard Data for the 2019-2020 school year. Understanding that education was complicated due to distance learning struggles, our goal for the Spring 2021 testing is to ensure students recover their learning loss and show a 5% growth based on our 2018-2019 data.</p> <p>2019 ELA Distance from Standard (-50.4) 2019 Math Distance from Standard (-75.5) 2019 Science 23% Met or Exceeded 2020 ELA Goal (-45.0) 2020 Math Goal (-68.0) 2020 Science 30% Met or Exceeded</p> <p>ELA 2019 Data African American 96.3 points below the standard (maintained 0.4 points) Latino 48.8 points below the standard (increased 3.2 points) SED 51.1 points below the standard SWD 124.7 points below the standard (increased 15.4 points) English Learners 107.8 points below the standard (increased 9.4 points)</p> <p>Math 2019 Data African American 129.5 points below the standard (increased 4.8 points) Latino 74.1 points below the standard (increased 11.7 points) SED 76.7 points below the standard (increased 4.2 points) SWD 173.1 points below the standard (maintained 0.4 points) English Learners 78.7 points below the standard (increased 21.2 points)</p>					
Metric: CAASPP					
Actions/Services 1.1.1					
Principally Targeted Student Group					
• All • EL • School-wide • SWD					
Specific Actions to Meet Expected Outcome <ul style="list-style-type: none"> • Provide additional FTE, purchase supplementary curriculum (Library Guild (\$1500), technology, software and resources. • Provide opportunities for PLC work within general education, intervention, and special education content teams to set SMART goals and monitor student learning/progress. • Schedule weekly department meetings 3x a month. • Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education) <p>Open Position FTE (\$17600)</p> <p>FTE to be used to reduce class sizes by</p>	<table> <tr> <th data-bbox="573 1449 1023 1523">What is the Research Confirming this is an Effective Practice?</th><th data-bbox="1023 1449 1498 1523">How will you Measure the Effectiveness of the Actions/Services?</th></tr> <tr> <td data-bbox="573 1523 1023 2045"> <u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014) <u>Technology Integration in the Classroom</u> Hanover Research 2010 <i>Teacher Turnover: Why It Matters and What We Can Do About It</i> (research brief) by Desiree Carver-Thomas and Linda Darling-Hammond </td><td data-bbox="1023 1523 1498 2045"> <ul style="list-style-type: none"> • CAASPP results • Hold quarterly PLC meeting with staff in the library to "data dig" and look at student work/performance towards SMART goals for the quarter, as well as set new benchmarks for the next quarter • Walkthroughs • Department Mtg agendas and minutes • Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals </td></tr> </table>	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	<u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014) <u>Technology Integration in the Classroom</u> Hanover Research 2010 <i>Teacher Turnover: Why It Matters and What We Can Do About It</i> (research brief) by Desiree Carver-Thomas and Linda Darling-Hammond	<ul style="list-style-type: none"> • CAASPP results • Hold quarterly PLC meeting with staff in the library to "data dig" and look at student work/performance towards SMART goals for the quarter, as well as set new benchmarks for the next quarter • Walkthroughs • Department Mtg agendas and minutes • Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals
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<u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014) <u>Technology Integration in the Classroom</u> Hanover Research 2010 <i>Teacher Turnover: Why It Matters and What We Can Do About It</i> (research brief) by Desiree Carver-Thomas and Linda Darling-Hammond	<ul style="list-style-type: none"> • CAASPP results • Hold quarterly PLC meeting with staff in the library to "data dig" and look at student work/performance towards SMART goals for the quarter, as well as set new benchmarks for the next quarter • Walkthroughs • Department Mtg agendas and minutes • Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals 				

adding an additional Math Support section to target learning to struggling students. Progress to be assessed with frequent department created and district created common assessments.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$37100	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase maintenance agreement for teacher workroom Duplo to ensure that staff can utilize frequent assessments and reteaching opportunities to participate in PLC process and increase learning (set measurable and relevant goals, review common data, share teaching strategies, etc.).	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment	Staff Curriculum Implementation Survey

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7000	Contracts/Services	Edit	Delete

Site Goal 1.2

Increase the achievement of students on the ELPAC.
 2019 53.7% Progressed at least one level
 2020 Goal 60.0% will progress at least one level

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for additional supports of EL instruction and mandated ELPAC testing coordination: <ul style="list-style-type: none"> FTE for additional sections EL Coordinator (time sheets) Extended Day learning opportunities for EL students instructional supplies professional learning/release time (time sheets) Light Snacks for ELAC EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom 	<u>Response to Intervention and English Language Learners</u> ; Hanover Research Jul. 20, 2012	ELPAC results Redesignation Rates PLC data collection Walkthroughs

<ul style="list-style-type: none"> Includes a special education teacher to offer support for dually identified students Partially funding Brittany Welch (\$34,485) in order to target English Learners (especially newcomers) by reducing class sizes and improving support for direct instruction in English to get our ELs to grade level. 		
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$37864	Certificated Salaries	Edit	Delete

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

All Professional Learning Communities will develop and use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests. PLCs will utilize in house and district created common assessments to determine areas of strenght and weakness and collaborate to develop reteaching and reassessment strategies.

ELA 2019 Data

African American 96.3 points below the standard (maintained 0.4 points)

Latino 48.8 points below the standard (increased 3.2 points)

SED 51.1 points below the standard

SWD 124.7 points below the standard (increased 15.4 points)

English Learners 107.8 points below the standard (increased 9.4 points)

Math 2019 Data

African American 129.5 points below the standard (increased 4.8 points)

Latino 74.1 points below the standard (increased 11.7 points)

SED 76.7 points below the standard (increased 4.2 points)

SWD 173.1 points below the standard (maintained 0.4 points)

English Learners 78.7 points below the standard (increased 21.2 points)

Metric: Assessment System

Actions/Services 2.1.1**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities through PLCs to implement Common Core State Standards. <ul style="list-style-type: none"> professional development release days and time sheets Purchase related curriculum, technology and software train staff on the use of and develop Illuminate assessments to determine areas in need of reteaching. professional literature and subscriptions supplies 	<u>21st Century Professional Development</u> Hanover Research 2012 <u>Best Practices in Professional Learning Communities:</u> Hanover Research 2013 Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press	CAASPP results Site developed common assessments Walkthroughs Quarterly PR and final grades Individual IEP goals/benchmarks met/not met

- Books for book study
- printing costs
- supplementary materials
- conferences
- Bring PLCs together quarterly to have "cross-talk"
 - Discuss SMART goals across disciplines to look at alignment
 - Provide staff with research based culturally relevant teaching strategies and opportunities to develop those strategies to meet needs of African American, Latino, Socioeconomically Disadvantaged and Foster Youth.
 - Special Education to look at accommodations/modifications to instruction/assessment for the success of students with disabilities

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$18000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$28000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$36000	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Due to COVID-19 our data from March, 2019 through June 2021 is is not a accurate comparison. Our goal for the 2021-2022 school year will be to improve upon our 2018-2019 data.

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement.
Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:

18-19 Suspension Rate Data:

All Students 16.6%

Students with Disabilities 24.5%

African American 35%

Goal:

All students 15%

Students With Disabilities 22%

African American 28%

Metric: School Climate

Actions/Services 3.1.1**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Hire Program Administrator Academic Program Coordinator and additional counseling to assist with creating a positive school climate. These positions will focus on school engagement, restorative processes, SEL strategies, cultural responsive teaching strategies, high quality instructional strategies, after/before school enrichment opportunities, conflict mediation and mentoring. Continue to focus efforts on educational equity (including staff training) to reduce suspensions for African American, Hispanic, Foster Youth and SWD.</p> <p>2021-2022 Estimate (Added 5%)</p> <p>APC-Raquel Manning (\$59,603) Title 1 VP-Kelly Park (\$73,529)/Justine Fuller (\$78,122) (1.0) (\$151,651 Total) Counselor-Ashlea Dunkelberger (0.2 FTE) (27626) Tahira Singh (0.4 FTE) (32,550)</p>	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> research affirms that high quality extended learning opportunities are positively related to student achievement. <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>Suspension Rates Teacher Referrals CHKS Results SEL Survey Results MTSS referrals/interventions IEP manifestation determination meetings</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$271430	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group		
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Enhance lunchtime, ASES, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and struggling students:</p> <ul style="list-style-type: none"> purchase staffing (time sheets) supplies software equipment contract with outside providers tutoring (time sheets) transportation scholarships cultural and enrichment opportunities literature (library books) Character Strong Curriculum (\$3,999) and PD (\$2,000) 	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> research affirms that high quality extended learning opportunities are positively related to student achievement. <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>CHKS Results SEL Survey Results Suspension rates during lunch time (high frequency time)</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7500	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	\$8000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$5999	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$3500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$70989	Certificated Salaries	Edit	Delete

Actions/Services 3.1.3**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase student planners to help students develop organizational skills and communicate with parents/guardians in order to increase school/home communication and school engagement and increase academic success and decrease disengaged behaviors that may lead to school discipline issues.</p> <p>Allows special education case managers to improve home-school communication with families</p> <ul style="list-style-type: none"> • Will benefit students improving executive functioning skills • Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course 	<p>Tyler, A. N. <i>Homework Organization For Students (And Their Parents)</i>. [http://ezinearticles.com/Homework-Organization-For-Students-and-their-Parents]</p>	<p>CHKS Results SEL Survey Results Quarterly grades Parent surveys SWD grades/goals met</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Contracts/Services	Edit	Delete

Actions/Services 3.1.4**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue implementation of PBIS, Restorative Practices and WEB</p> <ul style="list-style-type: none"> • Providing funding for: <ul style="list-style-type: none"> ◦ professional speakers, ◦ conferences ◦ student leadership development to ensure student voice (IYT, BSU, Girl Power) ◦ release time (time sheets) ◦ materials and supplies, positive messaging (signs and banners), public displays, and positive student rewards including pencils, binders, backpacks, notebooks, etc. <p>Professional Speaker \$7,000 Student Speaker \$3,000</p>	<p><u>SCHOOL CLIMATE RESEARCH SUMMARY:</u> August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</p>	<p>Suspension Rates Teacher Referrals CHKS Results SEL Survey Results MTSS Referrals/Interventions Attendance Number of Manifestation Determination meetings</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete

Title I – Basic (4900/3010)	\$6700	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$10000	Contracts/Services	Edit	Delete
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.5**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide AVID Coordinator, FTE, Professional Development, supplies, field trip scholarships, outreach, entrance fees, transportation fees, on-site contracts with outside providers, annual fees (NJHS, etc), and supplies to guarantee all students, including Foster Youth, have opportunities for culturally relevant/academic program participation:</p> <ul style="list-style-type: none"> AVID Teacher-Dana Trach (0.4 FTE) 	<p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <ul style="list-style-type: none"> AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college. 	<p>CHKS Results SEL Survey Results CAASPP Results Quarterly grades Redesignation (LTEs especially) PLC performance data in ELA and Math disaggregated by AVID status</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$34965	Certificated Salaries	Edit	Delete
AVID (7233/0000)	\$5000	Certificated Salaries	Edit	Delete
AVID (7233/0000)	\$2166	Contracts/Services	Edit	Delete
AVID (7233/0000)	\$1068	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.6**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>GATE: Provide GATE Coordinator and field trip scholarships, entrance fees, transportation fees, on-site contracts with outside providers, Annual fees (NJHS, etc),supplies to guarantee all students, including Foster Youth have opportunities for culturally relevant/academic program participation information to parents of incoming students during parent orientation.</p> <p>CTE Funds (industry sectors: engineering and arts, media and entertainment):</p> <ul style="list-style-type: none"> Annual PLTW fee Field Trips (Interested in visiting Google, Tesla and VEX state Robotics Competition) Instructional Equipment and supplies (technology based) Robotic Equipment 	<p><u>Authentic Learning for the 21st Century:</u> An Overview By Marilyn M. Lombard (2007)</p>	<p>CHKS Results SEL Survey Results Survey to determine High School Pathway interest</p>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$750	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.7**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
VAPA/Student Fees Include: Art supplies to ensure all students have access (paper, clay, markers, crayons, paint, canvases, paintbrushes, glue, etc.) Band: Musical Instruments, SMART Music, Sheet music, equipment repair (Tom Hannickel) Enrichment, experiential, and educational Field Trips	Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership	CHKS Results SEL Survey Results PBIS student engagement surveys Suspension Rates Teacher Referrals

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.8**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Offer mentoring/tutoring college prep program for young women of color. Program will follow model of IYT for our young men of color. Vision is for all girls, especially girls of color, to feel empowered and motivated to persevere through all adversity by taking ownership of the direction of their lives and strengthening their feelings of self-worth through Equity and support for each young girl as an individual with mutual respect for self and others/or/ while enhancing their respect for self and others. In addition to evolving and establishing an understanding of barriers that exist within black culture, we believe that through empowerment our girls will build a community of sisterhood that promotes strength and success while celebrating the unique qualities of each member as they grow and develop into young woman.	<u>Enhancing School Engagement in At-Risk Urban Minority Adolescents Through a school Based, Adult Mentoring Intervention</u> Laura J Holt 18, December 2008 Mentoring and college preparation and admissions support for SED and first generation college-bound students are evidence-based best practices to improve academic achievement and college preparedness.	<ul style="list-style-type: none"> • Increased GPA • Lowering at-home suspensions • Increasing SBAC scores in ELA and Math

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$32544	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships including the use of Home Visits/Summer Bridge programs.
Increase opportunities for Parent Involvement including monthly parent engagement opportunities

According to 20-19 Parent Survey results, parents responded:
Provided Parent Involvement/Parent Education Opportunities at 58%
Goal for 2020 is 75%

Metric: Attendance Rate

Actions/Services 4.1.1**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide Family and Community Engagement programs and services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities.</p> <p>These opportunities include: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, Family Nights, Home Visits and additional onsite and offsite opportunities through our Family and Community Engagement Office</p> <ul style="list-style-type: none"> • Materials • Interpretation/Translation Services • Awards • Light Snack • Time sheet teachers to present <p>Increase communication efforts via Synergy emails and Talking Points messaging from administration and teaching staff.</p>	<p>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS</p> <p>Hanover Research 2011</p>	<p>Attendance Rates</p> <p>Chronic Absenteeism</p> <p>Parent Survey Results</p> <p>CHKS Results</p> <p>SEL Survey Results</p> <p>MTSS referrals</p> <p>Amount of PTCs</p> <p>IEP attendance rates</p> <p>Redesignation rates</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$750	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	Edit	Delete

Site Goal 4.2

Decrease Chronic Absenteeism Rate.

2019 Data shows a 0.7% increase in chronically absent students from the prior year (with an over rate of 14% chronically absent). With a return from distance learning attendance will be an area of focus especially for our targeted groups . 2019 data shows: African American (19.3%), Latino (14.6%), EL (9.6%), SED (14.2) and SWD (21.4%). Outreach via Talking Points and Synergy emails and Home Visits to increase student engagement and attendance.

Metric: Chronic Absentee Rate

Actions/Services 4.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for Home visits to develop deeper relationships with our families.	Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.	Attendance Rates Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results MTSS referrals IEP meeting attendance Suspension rates

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in Actions, Services, and Expenditures above.
n/a

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Samuel Jackman Middle School - 418

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$125,338	\$125,338	\$125,338	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$142,655	\$142,655	\$142,655	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$50,937	\$50,937	\$50,937	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	46.8691	\$0	\$5,011,821	\$5,011,821	\$5,011,821	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$16,301	\$16,301	\$16,301	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$10,000	\$10,000	\$0	\$0	\$10,000	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	2.8	\$0	\$378,655	\$378,655	\$378,655	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$37,158	\$37,158	\$37,158	\$0	\$0	\$0	\$0
4700 Summer School/Extended Learning Administration 0000 Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$62,869	\$62,869	\$62,869	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$278,429	\$278,429	\$0	\$0	\$278,429	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0	\$0	\$32,544	\$32,544	\$0	\$0	\$32,544	\$0	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0	\$0	\$8,234	\$8,234	\$0	\$0	\$8,234	\$0	\$0

7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$6,000	\$6,000	\$0	\$0	\$6,000	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.4	\$0	\$45,864	\$45,864	\$37,864	\$0	\$8,000	\$0	\$0
7265 Secondary Support Staffing 0000 Unrestricted	0.6	\$0	\$49,320	\$49,320	\$49,320	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$16,891	\$16,891	\$0	\$0	\$16,891	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$7,000	\$7,000	\$0	\$0	\$7,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.6	\$0	\$556,683	\$556,683	\$46,100	\$82,000	\$427,083	\$1,500	\$0
2150 Regular Education (7-8) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$8,729	\$8,729	\$8,729	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$8,729	\$8,729	\$8,729	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	6.7188	\$0	\$309,151	\$309,151	\$0	\$0	\$309,151	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.375	\$0	\$15,490	\$15,490	\$15,490	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.6	\$54,054	\$257,198	\$311,252	\$311,252	\$0	\$0	\$0	\$0
3100 Special Day Classes (SCC) 6500 Special Education	2.625	\$0	\$169,502	\$169,502	\$169,502	\$0	\$0	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.5625	\$0	\$210,606	\$210,606	\$210,606	\$0	\$0	\$0	\$0
3410 Special Education	6.875	\$0	\$635,409	\$635,409	\$635,409	\$0	\$0	\$0	\$0

Mild/Moderate 6500 Special Education									
3680 Academic, Behavior and Social Supports Self- Contained Classes (ABSS-SCC)-Tier I 6500 Special Education	1	\$0	\$124,203	\$124,203	\$124,203	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	5.8127	\$0	\$300,412	\$300,412	\$300,412	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	86.4381	\$54,054	\$8,892,285	\$8,946,339	\$7,753,507	\$82,000	\$1,109,332	\$1,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$898,782
Subtotal of state or local funds included for this school	\$8,047,557

Title I Centralized Services			
Title I Foster Youth	\$16,805	Title I Homeless	\$14,538
Title I Centralized Services	\$134,631	Title I Preschool	\$0

Principal **Natasha Lewis-Jones**School Site Council Chairperson **Palmy Yang**EL Advisory Chairperson **Monica Valerio**